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Chris Ward, Minister
Bernard J. Shapiro, Deputy Minister

Changing Perspectives

A Resource Guide for

Race and Ethnocultural Equity

Junior Kindergarten–Grade 12/OACs

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CHANGING PERSPECTIVES

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Junior Kindergarten - Grade 12/OACs

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PREFACE

This resource document reflects the commitment of the Ontario government and the Ontario Ministry of Education to provide race and ethnocultural equity education for all students attending Ontario schools from the Junior Kindergarten to the Ontario Academic Courses level. The Ontario government's commitment, outlined in its Policy on Multiculturalism and its Policy on Race Relations includes:

- ensuring that individuals of all racial and ethnocultural heritages have equal opportunity to develop their individual potential; and
- taking an active role in eliminating all racial discrimination, including those policies and practices which, while not intentionally discriminatory, have a discriminatory effect.

Ontario's schools have always been populated by students from a variety of racial and ethnocultural backgrounds. This diversity should enrich our educational system and our society by broadening the range of educational opportunities and experiences available to all students. However, racial and cultural diversity have not always been highly valued in the school system. Fundamental to the present document is the recognition that the Ontario educational system has been and continues to be dominated by European-centred content and perspectives. As a result the educational experiences of some students of non-European background have included inequities of both omission and commission.

This document is designed to help Ontario educators create a learning environment and learning opportunities that are permeated by the principle of equity for all.
Race and ethnocultural equity education is a general term

that describes what is also known as multicultural, anti-racist education. The emphasis in multicultural education is first on working to include, in the school environment and the curriculum, practices and content that reflect the diverse cultural backgrounds of a pluralistic society and second on modifying the school environment and classroom teaching to avoid a totally European-centred perspective, promote awareness and understanding of the different cultural groups that make up society, and on recognizing the intrinsic value and significance of those cultures.

Anti-racist education is complimentary to multicultural education. The objective of anti-racist education is to deal with both intentional and unintentional discrimination, that is, those attitudes and practices that can be seen to be discriminatory in effect if not intent.

Anti-racist education attempts, first, to encourage educators to recognize how discrimination, distortions, and omissions occur; second, to assist educators in their efforts to correct distortions and remedy omissions and discriminatory conditions; and third to help educators establish practices and procedures that are consistent with the goals of equity education reflecting Ontario's multicultural, multiracial society, fairly and equitably.

Race and ethnocultural equity education, therefore, is education that will enable <u>all</u> students to:

- feel that their culture and identity are validated by the educational system;
- develop a positive self-image that includes pride in their racial/ethnocultural identity and heritage;
- accept and appreciate diversity and reject prejudiced and discriminatory attitudes and behaviour.

Initiatives to promote equity have been and are being taken by school boards, school administrators and teachers across the province. Such initiatives include: development of policies to promote racial and ethnocultural equity; increased emphasis on hiring staff from minority racial and ethnocultural groups; increased emphasis on continuing professional development in this area; the identification of existing resources and the creation of new ones; and curriculum development.

The ideas and strategies outlined here are designed to help principals, teachers, and support services staff work together with parents and community groups to offer all learners an education suited to the needs of a multicultural, multiracial society.

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I GENERAL PRINCIPLES OF RACE AND ETHNOCULTURAL EQUITY EDUCATION: AN OUTLINE FOR ADMINISTRATORS AND TEACHERS

THE LEARNER

As well as aboriginal peoples and people of French or British ancestry, Ontario learners include those from other established groups and very recent arrivals of diverse backgrounds.

Students from all racial and ethnocultural groups should be able to expect:

- a welcoming learning environment, free from prejudice, discrimination, and racism, and equipped to alleviate the linguistic, social, and cultural disorientation faced by many students;
- opportunities to develop a positive self-image that will enable students to challenge and go beyond stereotypical views in order to develop as individuals;
- opportunities to acquire the attitudes, skills, and knowledge needed to live in a changing society.

In order to be a part of a diverse society that is increasingly undergoing rapid change, all Ontario students need to be prepared for life in a vibrant multicultural, multiracial society regardless of whether they live in urban or rural settings.

Educational strategies designed to prepare students for the world of tomorrow should help all learners to:

- welcome opportunities to learn about unfamiliar ideas, lifestyles, and cultures;
- understand and appreciate the effects on themselves and others of social, geographical, linguistic, and cultural discontinuity and the anxiety such disruption produces

in those who experience it;
- think critically and resist pressure to accept derogatory generalizations;
- acknowledge the interdependence of all human beings and communities;
- acknowledge both the universality and the uniqueness of human experience.

THE LEARNING ENVIRONMENT

The description of the ideal learning environment that follows is not meant to be a comprehensive picture. Rather, it deals with those aspects of the learning environment that relate specifically to the provision of multicultural, anti-racist education.

The ways in which schools define and present themselves, share in the life of the community, incorporate diversity, and welcome new students profoundly affect the social attitudes, interaction, and learning of all students. In a multicultural society, an ideal or optimum learning environment would have the following characteristics.

The System Administration

The initiatives taken by school board trustees and school board administrators to promote educational equity and the encouragement and support they provide to schools in their jurisdiction significantly affect the ability of educators to provide multicultural, anti-racist education. To promote an ideal learning environment, the system administration:

a) Policy

- provides a coherent and comprehensive policy with respect to race and ethnocultural equity;
- supports and promotes the philosophy that everyone in the education system and society benefits from efforts to overcome inequity;
- ensures that all policies are in harmony with the board's stated multiculturalism and race relations policy;
- affirms a commitment to racial and ethnocultural equity

in all areas including the composition of school staff;

b) Implementation

- works with schools and the community to set up a committee to review curriculum materials (see below);
- provides mechanisms to permit meaningful participation in decision making by parents and students from all racial and ethnocultural groups;
- provides in-service for principals, supervisory officers, department heads, consultants, guidance counsellors, and teachers to promote understanding of multicultural, anti-racist educational practices and to support policies and programs that encourage educational equity;
- enlists the participation of all educators and the community in efforts to overcome inequity;
- addresses issues outside the school environment that affect the school climate (e.g., employment conditions, the law, housing conditions, etc.);
- establishes liaison with faculties of education to discuss the board's commitment to multicultural, anti-racist education in relation to pre-service teacher training and recruitment.

The School Administration: Principals and Vice Principals

The school administration is highly visible to all members of the school community. Individuals take their cues from the example it sets and the expectations it establishes for appropriate behaviour within the school. In an ideal learning environment, the school administration:

a) Staff

- ensures that prospective candidates for employment and

promotion know that the school policy is to affirm racial and ethnocultural equity in all areas of school life, including the composition of school staff;
- provides support for professional development in the area of multicultural, anti-racist education;
- encourages teachers' use, in collaborative fashion, of diverse resources (from library, community, students, and parents);

b) Students
- provides within the school behaviour code and race relations policy;
- ensures that students know the school rules and are aware that discipline will be applied fairly and equitably;
- provides a grievance procedure to allow students to bring complaints about racial matters;

c) School Environment
- emphasizes the expectation that democratic principles and co-operative procedures will be observed by all participants in the full range of school activities;
- ensures that recognition of racial/ethnocultural diversity is an integral part of school events;
- emphasizes the expectation that all members of the school population will respond objectively to and deal constructively with issues of race, religion, and culture;
- ensures that programs, co-curricular activities, and school clubs reflect the diversity of interests in the school and that all students are encouraged to participate in them;
- ensures that school songs, symbols, decorations, and celebrations reflect, in non-stereotypical ways, the diverse viewpoints of the school population.

d) Communication with Parents and Community

- works with teachers, parents, and community groups to establish the expectations for the school environment;
- works with teachers and parents to establish a network of resource people, interpreters, etc., to assist teachers in shaping curriculum to meet the needs of a diverse student population;
- responds to parents' concerns about respect for and recognition of their heritage and language in school programs;
- encourages all parents to participate in school programs and activities;
- provides an atmosphere that is welcoming to all parents;
- provides for meetings with parents at times as convenient as possible to the parents;
- sends school announcements in the language parents will understand as far as possible;
- provides mechanisms within the school to allow individuals (staff, students, parents, child-care centres using school space) to contribute to the formulation of policies and practices to improve the school climate.

The Teachers

Teachers are well positioned to influence, through modelling and intervention, the attitudes and behaviour of students. In the ideal learning environment, teachers:

a) Professional Development

- take advantage of professional development opportunities in the area of multicultural, anti-racist education to become acquainted with books, articles, and audiovisual materials that will increase their understanding of and sensitivity to the needs, problems, and aspirations of minority groups;
- strive to be open to new ideas, modes of teaching, content, and materials;
- assess and reassess their assumptions and feelings about the student population and the appropriateness of their teaching practices to the students' needs;
- search for ways to confront and overcome racially or culturally biased speech and behaviour in themselves, their colleagues, and their students;

b) Students and Classroom

- are alert to detect racial or cultural bias in classroom materials and the media;
- help students to detect racial or cultural bias and to accept responsibility for confronting and overcoming it;
- encourage students to learn about and respect one another's language, culture, and religion;
- develop and use teaching strategies to accommodate a variety of learning styles;
- provide a classroom in which both values held in common and values that reflect diversity are respected;
- encourage the participation of all students in all

aspects of classroom activity and school life;

c) Communication with Parents and Community
- familiarize themselves with their students' families;
- communicate regularly and effectively with parents about their children's learning;
- involve parents/guardians in school and class-related activities.

Support Services Personnel

The school's support services personnel (including public health workers, therapists, social workers, psychologists, clergy, volunteers, bus drivers, crossing guards, parents and clerical and custodial staff) are also well placed to model appropriate attitudes and behaviour. In an ideal learning environment, support services personnel;
- share in the school's effort to treat students from all backgrounds with respect;
- show openness to change;
- assess and reassess the quality of their interaction with students.

Staff Development Programs

Ongoing professional development opportunities are needed to help staff keep pace both with curriculum-related change and with societal changes that have an impact on the school community. In an ideal learning environment, the programs and opportunities available:
- address issues of equity and provide for the building of knowledge and qualifications in the area of programming for ethnic minority and newly arrived students;
- assist in the development and adaptation of classroom techniques and practices to suit the diverse and

changing needs of the student population;
- provide all classroom teachers with in-service in the area of multicultural, anti-racist education.

The School's Code of Behaviour

A code that provides clear, brief, readily accessible guidelines for the type of behaviour acceptable in the school can be a very effective tool for communicating the expectations established for members of the school community. In an ideal learning environment the code:
- is developed with community co-operation;
- states unequivocally that physical, verbal, or psychological abuse and discrimination on any grounds, but especially on the basis of race, culture, religion, gender, or language, are absolutely unacceptable;
- is prominently displayed in the school and familiar to all, both staff and students;
- governs the relationships and interaction among all constituents in the school.

The Library Resource Centre

The library resource centre and the teacher-librarian are important to teachers seeking to develop and implement strategies to capitalize on individual students' strengths. The more diverse the backgrounds and learning styles of the student population, the more the teacher will need to draw on the facilities of the library resource centre. In an ideal learning environment, the library resource centre:

- contains appropriate materials to help meet the diversity of special needs, backgrounds and interests represented in the school including books in students'

mother tongue;
- incorporates a community resources file that provides information on persons, agencies, and facilities within the community that students and teachers may use as sources of information;
- has the potential to provide teachers with access to materials from a diversity of extra-school sources.

Visual Displays

Like the code of behaviour, the visual environment communicates very clearly the attitudes and priorities of the school. As well, it is a means both of communicating new ideas and of validating the interests and concerns of the student population as a whole. In an ideal learning environment, the visual displays:
- show awareness of a variety of cultural and religious traditions (e.g., the seasonal celebrations of different cultures and a diversity of people with different lifestyles and occupations);
- portray diversity in authentic and appropriate ways;
- reflect a planned long-range effort to recognize and affirm the range of interests, activities, and backgrounds both within the school and in Ontario society as a whole;
- facilitate meaningful discussion of issues (i.e., avoid superficiality, tokenism, and displays that are patronizing or represent a group as exotic);
- promote cross-cultural awareness (e.g., show similar types of art from a variety of cultures).

Expectations for Interaction

The expectations set within the school influence the types of interactive skills and behaviour adopted by the

students. In the ideal learning environment, the types of interaction favoured within the school:

- build on students' readiness for activities involving co-operation and competition both with themselves and with others;
- involve all partners (including parents, students, and members of the community) in the life of the school;
- emphasize negotiation, co-operation, participation, and democratic methods;
- encourage assertiveness within a framework of co-operation and collaboration.

Co-curricular Activities

Co-curricular activities are an important means by which students maintain their existing interests and abilities and explore new ideas and areas of endeavour. In the ideal learning environment the school co-curricular programs:

- encourage all students to develop feelings of ownership and pride towards the school;
- provide all students with opportunities to explore a wide range of interests and activities;
- show openness to diverse ideas and activities;
- are consistent with the expectations established by the school code of behaviour;
- show sensitivity to the complexity of issues of race, religion, and culture (e.g., in charitable fund-raising activities, avoid a patronizing attitude toward the beneficiaries of the activity);
- allow affirmation of the special or unique qualities of students and/or groups (e.g., support race or ethnic-specific groups as a vehicle for learning within a positive, multicultural environment).

Student Leadership Development Programs

Opportunities to participate in leadership development programs often benefit students who do not readily assume leadership roles, as well as those who do. In an ideal learning environment, therefore, student leadership development programs:

- actively encourage students from all groups to participate in co-operative and shared leadership activities;
- afford access to leadership training to students from all groups;
- encourage acceptance of and respect for diversity within the school leadership.

Curriculum Materials Committee

The establishment of a Curriculum Materials Committee may assist teachers in identifying materials that are most appropriate to the aims of multicultural, anti-racist education. In an ideal learning environment the committee:

- establishes guidelines for evaluating the depiction of various racial, religious, and cultural groups in learning materials;
- identifies biased material for use in detecting bias;
- reviews materials and makes recommendations.

Note: Selecting materials that are free from bias may be difficult. Many works are products of a particular historical period and/or monocultural society. As a result, many "classics" appear biased by today's standards. Educators need to develop ways of using such material constructively to encourage students to

recognize issues, biases, and conflicts, and to think critically about them.

Such material, when used creatively and in conjunction with works that provide alternative views, may help deepen rather than distort students' understanding of issues related to equity. One or more of the following criteria might be used when judging the suitability of materials for classroom use:

1. Does the material in its entirety represent a balanced presentation of diverse groups?

2. Does it affirm the dignity and worth of people from all racial and ethnocultural groups?

3. Does it reflect and illustrate the principle of equity?

4. Does it address issues of diversity and/or inequity in a manner that allows the material to be used constructively in the classroom?

5. Does it require students to think critically about questions of bias, stereotyping, and inequity?

SCHOOL COMMUNITY INTERACTION

An important objective of students' schooling is to prepare them to become independent and responsible members of their own and the wider community. Interaction between the school and its immediate community can foster and enhance awareness of community at all levels. Implicit in the concept of interaction is two-way communication.

The school can help meet community needs by:
- being open, welcoming, and accessible to diverse constituencies including students, parents, community groups, etc., in ways that permit all users to feel a sense of ownership of the school.
- ensuring that information is provided to parents and other users of the school in the languages they understand as far as posssible;
- seeking information about the views and needs of specific client groups/individuals that may not participate in formal mechanisms for school-parent interaction, and considering the views and needs of those groups/ individuals;
- encouraging a variety of types of parental participation (e.g., as classroom help and curriculum resource people, as instructors or volunteers in heritage language programs).

The community may help meet the school's needs through:
- assistance with drawing up the school code of behaviour;
- student research to discover and catalogue community resources;
- cooperation with parent participation (e.g., parents can act as resource people and provide other kinds of support and assistance for class and school activities);
- community participation (e.g., community groups and

volunteer bureaus can provide resource people, access to a variety of networks and information collections and other types of support.)

As a first step in extending the school's use of community resources, teachers and principals might undertake to research and catalogue those resources and services. Students and parents could provide valuable assistance in conducting the research. For example, teachers might send letters home asking for information from parents about community groups and resources. Or students involved in Supervised Alternative Learning for Excused Pupils (SALEP) programs, community-based packages, or co-operative education programs may be able to gather useful information and prepare it for dissemination.

THE ROLE OF GUIDANCE COUNSELLORS

Guidance counsellors play a critical role in the assessment and placement of students, educational planning, and career orientation and planning. They can exercise a significant role in identifying racism, helping to dismantle discriminatory barriers, and providing proactive strategies to ensure that racial and ethnocultural minority students work toward achieving their full potential. Guidance and counselling is an area of great importance because it provides students with the opportunities to:

- know and appreciate themselves;
- relate effectively to others;
- develop appropriate educational plans;
- explore a range of career alternatives;

By ensuring that guidance counsellors are equipped to deal with the special needs of racial and ethnocultural minority families, the school boards can help them play a pivotal role:

- in establishing and maintaining an effective working relationship with community social agencies;
- by striving to ensure that students receive guidance and counselling in their first language where necessary;
- by working effectively with parents to ensure that they are involved in decisions which affect the educational well-being of their children;
- by being knowledgeable about discrimination in the job market and by preparing students likely to encounter it to handle it effectively;
- by assisting in identifying students who need help in working out their own feelings about racism;

- by assisting all staff who work with students with academic, emotional and behaviourial difficulties and need to understand how racism interferes with students' learning;
- by working with victims of racism through follow up with staff, other students, and community, if appropriate as well as with the perpetrators;
- by supporting guidance-related information sessions that foster a school-community relationship in which parents feel they have effective access to the school;
- by ensuring that parents of students from diverse racial and ethnocultural groups are familiar with and involved in such key areas as:

    . transition for grade 8 to grade 9;
    . transition from grade 10 to grade 11;
    . financial assistance for post-secondary education;

- by having a co-operative education policy which promotes equality of access to the workplace for students of diverse racial and ethnocultural groups;
- by assisting in the development of board guidance placement policy which encourages multiple changes so that placement decisions are open-ended and subject to ongoing review plus revision;
- by keeping abreast of new information available on culturally-sensitive testing programs;
- by cooperating with other staff in settings with a high degree of underachievement among racial and ethnocultural minority students, to develop programs to meet students' needs;

- by making decisions on assessment: whether to assess; priority of assessment; placement in programs, and counselling parents on level selection (basic vs. general etc.).

Guidance counsellors often register and recommend program placements, for students as they arrive. There are a number of factors to be taken into consideration here (See section on Reception, Assessment and Provision of Programs pp. 24-31).

RECEPTION, ASSESSMENT, AND PROVISION OF PROGRAMS[1]

Many educators now recognize that some reception and assessment procedures contain hidden biases, and that these biases may work to limit unfairly the educational opportunities of ethnic-minority and/or immigrant students. This problem is addressed as follows in the Ministry of Education's Policy/Program Memorandum No. 84, "Equal Educational Opportunity for Students" (1985):

> Concern has been expressed ... that young people with certain cultural backgrounds, some indigenous to Canada and some originating in other countries, are being streamed into inappropriate programs before they have had time to adjust to the Ontario educational system.... It is important ... to review regularly the provisions made for these students to ensure that practices in the schools are consistent with the philosophy of educational opportunity.[2]

Ideally, the reception and assessment procedures established by boards and schools will enable all incoming students to feel accepted and welcomed by teachers and other students and will ensure provision of a program best suited to the students' needs, abilities, and academic potential.

Initial Reception Facilities

The following elements can help create a welcoming atmosphere, reduce students' initial feelings of confusion, strangeness, and disorientation, and encourage them to feel accepted in their new environment:

- welcoming and directional signs in different languages or in an international code at the school entrance and in the corridors;
- a clearly marked reception area;
- support services staff in the board office to whom schools can refer for up-to-date knowledge of immigration procedures and regulations, familiarity with visas, and facility in school registration procedures;
- teaching and support staff who are well informed about the educational systems of the areas or countries from which students have come, aware of the special needs of students, and equipped to assist them and their parents;
- a "welcome committee" of teachers, students, and parents versed in the school's established policies and procedures for the reception of new students;
- translators/interpreters to assist in communication in the first language of the students and their parents;
- booklets in the appropriate first languages containing key information about the school and the community wherever feasible;
- videotapes in the appropriate first languages containing key information about the school and community and available to parents;
- survival information cards, identification cards, safety and streetproofing information, and transportation information and assistance for new students;
- a student population that is well informed about hosting roles, the school code of behaviour, and the needs of new students;
- a buddy system to provide new students with support and assistance from a member of their peer group.

A Sample Reception Information Package for Students and Parents

An information package for newly arriving students and their parents can greatly assist them during the process of initial orientation and adjustment. (NOTE: School boards are more likely to have the resources needed to assemble such packages than individual schools. Where boards serve many different kinds of communities, however, such packages may best be developed at the local level.) Packages should be given during the first interview and should be in the family's first language (including Native languages) whenever possible. Such a package might contain:

- educational information about, e.g., Kindergarten, elementary school, secondary school, special education, heritage languages, Native language programs;
- a summary of the school board's race and ethnocultural equity policy;
- a summary of complaint procedures concerning school related racial incidents.

Additional information helpful to newly arrived families may include:

- a list of emergency telephone numbers (e.g., ambulance, fire, police, hydro, gas company, OHIP, transit system information, hospitals);
- a list of organizations from which to obtain information in the language on legal problems, child care, health, education, employment counselling, etc.;
- a list of doctors who speak the first language;
- a list of services available in the first language from community centres;
- a list of women's programs available in the first language from community centres.

Assessment of Students

Assessment of minority language students for purposes of program design or modification should always take into consideration the distorting effect of the language barrier and the anxiety of those who are adjusting to a new environment.

It is estimated that it takes between five and seven years for minority language students to become proficient in the language of abstract thought in a second or third language.[3] Special provision therefore needs to be made for the diagnosis of the learning needs both of minority language students born in Canada or who have been here for several years and of new immigrants.

1. Initial Reception

   Interview procedures need to:

   - take into consideration the social, immigration, and family experience of the students;
   - focus on the student's schooling history;
   - be conducted in the family's first language or language of greatest proficiency;
   - include clear indications of the student's present academic functioning (both strengths and weaknesses, using a comparative approach);
   - be integrated with a continuous assessment and program planning process initiated when the student is first enrolled in a school and continuing throughout the student's school life.[4] The process should provide clear guidelines and timetables for program monitoring and follow-up, with an indication of staff responsibilities at each stage of the program;

- incorporate an orientation session for parents and students.

Children should not be used as translators for their parents. In the selection of translators, care should be taken that confidentiality be safeguarded.

2. Assessment of Children in the Primary and Junior Divisions

Assessment procedures need to:

- be conducted in the child's first language;
- have a bilingual and comparative linguistic aspect, outlining areas of competence in both languages and indicating development needs;
- include an interview with the parent(s) or guardian;
- include clear guidelines for program development, monitoring, and modification in which staff responsibilities for each stage are outlined;
- include an orientation session for parents in which maintenance of the first language in the home is encouraged and the benefits to the child of getting a solid base in the child's first language are explained.

In addition, a bilingual reassessment prior to entry into Grade 1 is advisable to assist in providing a suitable program for the child.

3. Assessment of Students in Intermediate and Senior Divisions

It is extremely difficult to assess accurately the level at which newly arrived or minority secondary students should be placed. For this reason tentative initial placement and provision for reassessment and review of the placement are required as most likely to be in the student's best interest.

The initial reception personnel need to:

- provide assistance with registration procedures;
- arrange for students to be interviewed in their first language or language of greatest proficiency to discover schooling history and other basic information;
- acknowledge the credits possessed by students and grant equivalency credit according to years of education completed by students who bring report cards with them;
- place students in a program at the appropriate level for the student's age;
- for students without records, give due regard to successful completion of the year the students report they have finished. The Ministry of Education can provide assistance in assessing credentials from outside the country for program placement.

At present a disproportionately large number of newly arrived students are placed in programs at the basic level, and a disportionately small number at the advanced level. General-level placements may be becoming more common, but there is still a marked reluctance to place newly arrived students in advanced-level classes. Some students' high potential for linguistic and academic growth is masked by the language and other difficulties they encounter during the adjustment period. Inaccurate assessment of their potential at this stage may result in placement at a level that denies them access to post-secondary education appropriate to their true abilities. The crucial importance of accurate assessment of the student's potential to ensure placement at the highest level possible cannot be overemphasized.

Tentative initial placement at the advanced level is less likely to limit a student's long-term educational opportunities than a basic- or general-level placement. The use of special teaching strategies to assist language and content learning and the provision of supplemental programs to help bring students up to grade level can facilitate placement at the level best suited to the student's abilities, potential, and long-term needs, and the student's and parents' wishes. The student's program should be monitored and readjusted depending on the student's performance.

4. Assessment of Students for Placement in Special Education Programs

With newly arrived students the need for special education placement may often be more apparent than real. The assessment of such a student for placement in a special education program should therefore be preceded by:

- sufficient time for adjustment and acculturation;
- a period of observation of the student's learning patterns;
- an initial assessment in the student's first language;
- modifications to the student's program;
- a carefully recorded follow-up of the student's progress;

For the sake of fairness and accuracy, assessment of students who have been in Ontario for less than two years should be conducted in the student's first language by someone familiar with the cultural background. Caution should also be exercised when assessing students who have been here for more than two years. Approaches that can distinguish between simple unfamiliarity with the new

culture and genuine functional difficulty should be used, and the personnel conducting assessments should be knowledgeable about cross-cultural testing.

5. Evaluation of Students

Evaluation procedures need to:

- be clear and purposeful
- provide for instructions to be given orally when necessary;
- enable students to be evaluated with the support of a teacher trained in ESL/FSL to ensure that the students understand the process of evaluation;
- use clear and constructive reporting methods and make as clear a distinction as possible between second-language acquisition needs and content area needs;
- ensure that report cards are carefully phrased to prevent misinterpretation and that interpreters are available to help parents understand what is being said;
- take into consideration the realities of acculturation and adjustment.

THE LANGUAGE LEARNING ENVIRONMENT

Competence in the common language (or languages) of a society is essential for an individual to function and communicate effectively on an equal basis with other members of the society. Since language is a tool for learning, access to education is dependent on language competence, and language proficiency underlies success in most if not all curriculum areas. All students - including those whose first language is not English or French - must therefore be enabled to acquire competence in one or both of Canada's two official languages.

A wide variety of first languages is spoken by Ontario students. Speakers of languages other than French or English communicate effectively in those languages. Such students should be seen as needing to add to their linguistic repertoire a proficiency in English or French, rather than being perceived as deficient in language or linguistically deprived.

Teachers in all curriculum areas should recognize the importance of the language already possessed by the student. Competence in the first language provides the foundation on which students can build when working to develop proficiency in additional languages. The first language is a basis for emotional development and provides a vital link with parents and grandparents. It is also a valuable asset and a resource that will enhance the student's opportunities and life chances and that will benefit society in the future.

The suggestions outlined below are not intended to be comprehensive. They relate specifically to the provision of multicultural, antiracist education within the wider context of approved theory and practice of language learning and language teaching across the curriculum.

Formulation of an in-school language policy for the guidance of teachers and the support and protection of students can help clarify and focus attention on those aspects of language learning and use that relate to the provision of multicultural, anti-racist education.

The following areas could be considered in shaping a language policy:

First Language

Acknowledging the value of students' first language(s) is an important way of providing them with the experience of personal acceptance they need to develop self-esteem. Students need to feel that:

- their first language is respected and valued;
- the use of their first language in appropriate circumstances in the class and school is accepted as natural and encouraged rather than regarded as antisocial or rebellious;
- they have the right to use their own names, rather than Anglicized/Francized versions, and to have their names pronounced correctly;
- their skills and knowledge are recognized and appreciated, and their lack of familiarity with the variety of English/French spoken in Canada will not prevent a fair assessment of their overall abilities;
- they have access to books and learning materials in their mother tongue and that the school supports Heritage Languages programs.

Second Language

Non-English/non-French speakers need opportunities to become as proficient in speaking, reading, and writing the second language as those whose first language is English or French. Language learning and support programs are needed for between five and seven years for students to become proficient in the language of abstract thought in another language.[5] The components of a positive language learning environment would include:

- a commitment from all teachers to language teaching;
- identification of students' additional language learning needs;

- monitoring for possible language difficulties of students born in Canada but who speak a language other than English or French at home;
- programs in English/French as a second language;
- practical language tasks in which language is viewed as a tool for communication;
- co-operative learning strategies and strategies such as peer tutoring that foster language development while promoting interaction and cross-cultural communication among students;
- positive support through modelling of appropriate language and non-judgmental feedback when students attempt to speak another language;
- a variety of English/French speakers as models (both students and adults);
- opportunities to learn about the acquisition of language and how languages have evolved in various parts of the world;
- assistance from translators and interpreters when necessary;
- signs, posters, notices, newsletters, and announcements in a variety of languages;
- full access to school libraries, school communications, and all student services, and assistance to ensure that language is not a barrier in any of these areas;
- access to career information in their first language(s) where feasible.

Negative Bias in Language

A permissive attitude to the verbal abuse inherent in negatively biased language damages the abused and also harms the abuser. All students therefore need a learning environment in which:

- language that asserts the equality and dignity of all

is encouraged, and language that suggests the superiority of some and the inferiority of others is unacceptable;

- criticism or mockery of any student's speech is unacceptable and is dealt with effectively by the school;
- derogatory or slang terms, stereotyping, and labelling according to age, sex, class, race, religion, or language group are unacceptable;
- opportunities to recognize and examine ethnic and racial bias in language are provided and strategies for eliminating it are explored;
- classroom materials are free from negative bias expressed through language.

II RACE AND ETHNOCULTURAL EQUITY EDUCATION IN THE CLASSROOM: ACTIVITIES

Introduction

The activities presented here may be regarded either as supplementary to or as substitutes for existing school activities. Or they may be used as a springboard to help teachers design and develop their own activities in accordance with the principles of equity education.

Learning experiences that promote equity need to be incorporated as an integral and natural part of the regular curriculum rather than as separate, occasional elements within it. It should be emphasized, too, that during activities involving comparisons between different cultures, care should be taken to compare only truly parallel things (e.g., to compare the masks of different groups, rather than the masks of one group with the paintings of another), and to do so without attempting to label one as better than another.

The activities that follow have been grouped by levels according to developmental and curriculum-based criteria. That is, activities for the youngest children emphasize "hands-on" experiences and links to the children's own day-to-day lives. As children develop the ability to look beyond themselves and see themselves as part of a social group, they become able to enjoy activities that involve exploring societal norms and the rules that govern the behaviour of their own and other groups.

Some activities are appropriate for all divisions, and these are listed first. The remaining activities are grouped by division. Activities that may be readily adapted for use in more than one division are placed

under multidivisional headings. For example, activities appropriate for junior-level students may be found under the following three headings: (1) Junior Division; (2) Junior, Intermediate Divisions; (3) Junior, Intermediate Senior Divisions.

In the list of activities, the numbers in the right-hand column refer to the numbered learning outcomes and identify those outcomes that are most relevant to each individual activity.

> NOTE - to readers of draft document: To help teachers readily relate learning outcomes to activities, the writing committee will recommend that in the final document the complete list of learning outcomes should appear at the side of every page of activities.

Activities	Learning Outcomes
(e.g. a 4-column page would look like this	

LEARNING OUTCOMES

Activities designed to support and enhance equity education should enable students to:

1. acquire a positive self-image through learning about and taking pride in their own heritage;
2. understand and develop the skills of initiation, negotiation, co-operation, and compromise needed to solve problems and to work together and learn from each other;
3. think critically in order to recognize and avoid past and present inequities, stereotyping, and negative bias and to develop empathy with those who experience or have experienced injustice;
4. learn about and respect cultures, races, religions, and languages other than their own;
5. value, maintain, and improve their communication skills, non-verbal and verbal (in both their own first language and in English/French);
6. understand and appreciate the similarities and differences between their own experiences and those of others and express their own point of view while acknowledging and appreciating those of others.

ACTIVITIES All Divisions	RELEVANT TO LEARNING OUTCOMES...
- Share the responsibility for participating in opening exercises and for making P.A. announcements so as to include students from all groups in the school who might not normally be selected for a leadership role.	1, 2, 6
- Use the opening exercises in the school to promote awareness of the diversity of faiths, and special occasions observed in the different communities served by the school.	1, 4, 6
- Students participate in producing a class newsletter or school newspaper. Teachers rotate different jobs or roles, to ensure that students experience a range of activities and responsibilities.	1, 2, 5, 5
- Find many opportunities during the year to promote "heritage awareness". For	

example, students could work in groups to develop projects (e.g., a play, an art exhibition, an exhibition of some other aspect of culture) related to the different backgrounds of students within the school.

- Student design and create bulletin boards, murals, and posters around a multi-cultural theme related to such things as family life and celebrations. 1, 2, 4, 6,

- Create a list of historical sites and cultural centres to which field trips may be made. For example, Chatham is a significant site in the history of black people in Ontario; Brantford is an important location for Native people. 1, 4, 6

- Arrange visits from religious and cultural leaders, senior citizens, story tellers, artists and crafts people, musicians, etc., from the various 1, 4, 5, 6

communities served by the school. Visitors act as resource people to help students discover more about their own and others' backgrounds.	
- Invite students' parents to class to act as resource people.	1, 2, 4, 5, 6
- Invite to the class or school representatives of various occupational groups who will assist students in seeing the diversity in occupational roles across racial and cultural groups.	1, 3, 4, 6
- Explore a variety of approaches to establishing links with a school in a different part of the province (e.g., correspondence, exchange of audio - or videotapes, visits, sharing examples of local crafts and industry).	1, 2, 4, 6
- Assist students in finding and communicating with pen pals.	1, 2, 4, 5, 6

- Videotape a class. Help individual students or groups of students prepare a description of what is occuring and a translation of what is said, in their first language. The videotapes may be used as a resource for parent viewing.	1, 2, 5
- Ensure that students and their parents are aware of their right to use their preferred names rather than anglicized/francized versions of them in all aspects of school life.	1, 3, 5, 6

Kindergarten, Primary Division

- Use classroom decorations that show children of all racial/ethnocultural groups doing everyday activities. Children can bring photographs of themselves to help decorate the room, or the teacher can take photographs of the children.	1, 2, 4, 6
- Ensure that classroom props for the sand table, water table, and block area represent diverse cultures. A variety of human figures are increasingly available. Include camels, carts, water buffalo, etc., along with the usual farm animals, cars, and tractors. A range of interesting wooden figures that are teaching objects in other cultures may be used. These can be shared among the sand and block areas so children can create a range of settings.	1, 4, 6

- Select toys (such as puzzles, dolls, picture, books) that represent children from a variety of cultures, (Representations should be realistic.)	1, 4, 6
- Put cooking utensils and food packages from a variety of cultures in the housekeeping area. If cooking is done, cook and eat food representative of each child's culture, or if children belong to one culture, of a variety of cultures.	1.4, 6
- Have clothes from a variety of cultures in the dress-up area. Make sure there is a full-length mirror in the classroom.	1, 4, 6
- Teach songs to the whole class from each child's culture and/or of a variety of cultures.	1, 4, 5, 6
- Teach key words from the languages of every child represented in the classroom and/or of a variety of cultures.	1, 4, 5, 6

- Encourage children to dictate creative stories into a tape recorder. The teacher can transcribe the stories later. Possible topics are: "Brown is...", "Food My Family Likes..."	1, 4, 5, 6
- Involve parents in the program. They can be encouraged to share foods, tell stories and myths, relate history, or teach and tutor in the language of their group.	1, 4, 5, 6
- Do a unit on "All About Me". "What is in Our Neighbourhood".	1, 5, 6
- Provide books in the first language to be taken home for parents to read to their children.	1, 4, 6

Junior Division

- Work with students to create a data-base for a "Trivial Pursuit" game using facts supplied by students about their own backgrounds. Devise a quiz game to test and expand students' knowledge of one another's backgrounds.	1, 2, 3, 4, 5, 6
- Students explore agriculture, housing, clothes and weather of various groups with focus on survival.	1, 3, 4, 6
- Students explore and compare the mythologies of different cultures and countries.	1, 3, 4, 5, 6
- Students read or have read to them versions of the same story from different countries.	1, 3, 4, 5, 6

Intermediate Division

- Initiate a study of the history of Native people. For example, students examine a map of Canada that shows the location of Indian reserves to see how close their community is to a reserve. Have them determine what areas of Canada do not have reserves and ask them to explain why; and 2) comparison of the traditional attitudes to the environment/nature of Native versus non-Native people and variations within groups.	1, 3, 4, 6
- Students compare a traditional world map with one based on a Peters projection and identify the differences between them. Students could research the history of cartography to understand how traditional maps originated and consider how such maps have influenced their view of the world.	1, 3, 4, 6

- Students explore the interdependence of the modern world through, for example, a consideration of the oil crisis, or the sources of raw materials and location of production of various manufactured goods.	1, 2, 3, 4, 6
- Students trace a common food from its source country through growing, gathering, shipping, refining, packaging, distribution, and sale to the consumer.	1, 3, 4, 6
- Students explore universal themes in the poetry of different countries and the poetic forms developed by different cultures.	1, 3, 4, 5, 6
- Develop with students a unit on e.g., Othello, The Merchant of Venice, Huckleberry Finn, that encourages them to recognize and think critically about issues of bias and discrimination. Students read a passage	1, 3, 5, 6

and identify and analyse
examples of bias in it.

Junior, Intermediate Divisions

- Students interview their own or an "adopted' grandmother or grandfather and report the results. Students prepare beforehand a list of questions to ask, such as: "What was life like for you when you were my age?", "What are some important/ memorable events from that time?" As part of their reports, students may also collect and bring to class photographs, pictures, and memorabilia from the period, or create their own illustrations. 1, 2, 4, 5, 6

- Students do the "Clothesline Exercise". Use a clothesline as the equivalent of a timeline. Students hang cards with key dates in Canadian history on the line. Then students place other cards on the line to indicate when they believe different groups first arrived in Canada. Teachers then help students do research to check the facts. 1, 3, 4, 6

- Students provide material/ information from their own backgrounds to identify and describe games (including sports) from around the world. Students can compare the games to discover both their common elements and what makes them unique. — 1, 2, 4, 6

- Students explore foods, food preferences, and nutritional habits from other lands and cultures. This could include compiling a class recipe book, samples of daily menus from different countries and cultures, lists of different countries' snacks and delicacies. Again, the activity should occur within a context of nutritional or geographical studies, perhaps relating the material to geographical factors that determine the nature of local produce. Care needs to be taken to compare genuinely parallel — 1, 4, 5, 6

things within an non-
judgmental context.

Junior, Intermediate, Senior Divisions

- Discuss with students the basic information that should be included in an orientation handbook and/or talk designed to help new students adjust to the school. Students then work in groups to produce the necessary material in different languages and dialects. 1, 2, 4, 5, 6

- Initiate a discussion of the reasons for put-downs, whether based on race, or culture, or some other characteristic. Students can use role playing, group discussion, creative writing, etc., to increase their awareness of the issues involved and understand that the initiator, the recipient of the put-down, and passively accepting observers are all harmed by it. (For younger children, it may be more appropriate to introduce this topic on an 1, 2, 3, 6

incidental basis, rather than as part of a formal lesson.)

- Students learn to recognize and name foods from other lands within a context of nutritional studies or geographical studies. 1, 4, 5

- Students develop skits with a focus on problem solving. Possible topics include the immigrant experience, put-downs. Students use role playing to develop a theme, explore issues, and suggest solutions. 2, 3, 6

- Use peer tutoring. Students receive tutoring in the area where they need help and give it in an area where they have expertise. 1, 2, 6

- Explore with students the different styles of non-verbal communication used in a variety of ethnocultural/racial groups. 2, 4, 5

- Students identify the roles and responsibilities within their own families. Students explore any changes that may have occurred in the distribution of these roles and responsibilities as a result of different cultures coming into contact.	1, 4, 6
- Create a classroom calendar identifying significant dates in the cultures of the students in the class or school. (e.g., seasonal celebrations, politic-historical observances, and religious observances). This activity can be used as an extension of a project to compile a list of community resources.	1, 2, 3, 4, 6
- Students compare aspects of the arts, crafts, and culture of different groups. The things compared could include: simple folk dances from different countries; songs	1, 2, 4, 5, 6

- and musical instruments from around the world;

- ceremonies and rituals - e.g., weddings, harvest festivals - from different lands; the flags, stamps, coins, and other currency of different countries. Care should be taken to compare genuinely parallel things and to avoid labelling one as "better" than another.

Intermediate, Senior Division

- Encourage students from all groups to take part in available leadership training programs and to attend leadership camps.	1, 2
- Students explore different styles of government and leadership from native history and from around the world.	4, 6
- Organize a "career awareness" day through experiental approaches such as job-shadowing for learning about careers. Students explore, e.g., their preconceptions about different occupations, considerations of employment equity, the purpose and nature of resumes as well as awareness of what is and is not acceptable in interview questions and application forms.	1, 3

- Students identify and describe different family patterns and relationships that exist in the various communities served by the school. Where differences are evident between past and present patterns within a group, these too should be described. Diverse family structures in different cultures and historical periods will be relevant. (Care should be taken to ensure a supportive, non-judgmental atmosphere for the activity and to avoid making generalizations about a whole culture based on a single example.)	1, 3, 4, 6
- Students research when and why the first people and the groups represented by different surnames in the classroom came to Canada. The reasons why various groups immigrated in the past may be compared with reasons for other groups' immigration today.	1, 2, 3, 4, 6

- Students read first - immigrant and/or ethnic minority experience (e.g., Naomi's Road, Obasan, by Joy Kogawa; Raisins and Almonds, by Fredelle Bruser Maynard.) Perhaps invite the authors to visit the school to talk about their experiences and perceptions. 1, 3, 4, 6

- Students could write their own first-person accounts of various aspects of such experiences (e.g., why they left their homes, learning a new language, customs, fear and curiosity, etc.)

- Students discuss the question: "Did Columbus discover America?" and consider critically the implication of the words used in many history texts. For example, "discover" implies that nothing existed or happened in a country before the arrival of the incoming group; "peaceful settlement" may ignore violence that occurred 3, 6

to make such settlement possible; the words "tradition", "primitive" may be paired with words like "progressive", "modern", and "civilized" in culturally loaded ways. (This activity/strategy may provide enough material for a whole unit).

- Students read versions of the story from different countries. 1, 3, 4, 5, 6

- Students identify inter-cultural dating. The discussion could include consideration of the arguments made by parents for and against. Reference to a film like Guess Who's Coming to Dinner? may be useful in this context. 1, 2, 3, 4, 6

- Develop a language unit to increase student's awareness of language. Audiotapes of different languages and research into the origins of words could be part of such a study. One object of the 1, 2, 3, 4, 6

unit should be to validate the students' own languages.	
- Students do research to identify positive role models (historical and contemporary) from their own and others' racial, cultural, and religious groups.	1, 4, 6
- Students plan and carry out a class or school project to do outreach into various local communities. Students identify resources (organizations, people, community centres, services) in the community and compile a handbook of their findings.	1, 2, 4, 5, 6
- Students plan and carry out projects to "map" different groups within the community served by the school. Such a study could look at: styles of greeting; conversational customs and preferred topics; what is expected of guests; body language;	1, 2, 3, 4, 6

preferred styles of dress; attitudes towards such things as nature, society, men, women, children, government, the law; religion; common occupations and leisure activities; language; dating and marriage customs; population distribution; history. In doing this be sure to consider individuality within groups.

- Students analyse news stories and images presented in the media. Students could consider the following questions in their analyses:
  . What countries/societies are portrayed positively? Negatively?
  . Who are portrayed as innovative and enterprising? Troubled, victimized, disorganized, etc.?
  . How have words and pictures been selected to support stereotypes?
  . How would it/does it feel to be portrayed in such a way?

1, 3, 4, 6

Students with firsthand experience of life in other countries could talk about the differences between media portrayals and life as they experienced it. Or, films that present alternatives to standard media depictions could be used to provide balance.

APPENDIX

POSITIVE RESPONSES TO MISCONCEPTIONS ABOUT MULTICULTURALISM

In an ideal learning environment, staff are equipped to model positive attitudes to issues of diversity. In order to do so effectively, they need to be familiar with the sort of misconceptions about multicultural, anti-racist education they are likely to encounter. They also need to prepare themselves to express positive alternatives to these negative views. Some standard negative views and possible positive responses to them are outlined below.

Misconception	**Suggested Response**
Multicultural, anti-racist education is only important in large urban areas or for communities that are visibly diverse. It is just a "frill", to be added to curriculum in certain parts of the province only.	Ontario's population is ethnically and racially diverse, as is Canada's. Schools do not exist in isolation. Each is part of the wider society. Students go on to further education, to training, and to employment. If students are to participate effectively in the broader society, they need multi-cultural, anti-racist education whatever the composition of their immediate community.
Race and/or historical ties determine whether one is "truly" Canadian or not.	In defining nationality, how individuals or groups perceive themselves is as important as historical ties or race. Commitment to Canada and pride

	in being Canadian are as important as length of residence, race, or cultural background.
There is no racial discrimination in Ontario.	Unfortunately, there is, sometimes subtle and sometimes overt. Many Canadians experience prejudice and discrimination because of the colour of their skin, but most Canadians want to do something about it. They believe that racism, prejudice and discrimination are harmful to everyone in our society.
A policy of multiculturalism erodes patriotism.	Ontario and Canada have been multicultural and multiracial for many generations. A monocultural society is not required for patriotism to exist. Recognizing the diversity of Canadians who have chosen Canada as their homeland enhances patriotism.
A policy of multiculturalism is promoted by pressure groups seeking economic and political advancement.	Those who promote multiculturalism are seeking equality of power and opportunity for all Ontarians, not special treatment for some at the expense of others.

English/French must be spoken at home to facilitate second-language acquisition.	When both the first and second languages are well developed, bilingualism seems to benefit some aspects of children's intellectual functioning. However, when neither language is well developed, children are often at a disadvantage in school.[6]
Newcomers should be grateful for "our" generosity. If "they" don't like the way "we" do things, "they" should go back "home".	As Ontarians we should all be grateful for the contributions made to our society by all its members. Our future economic growth will be largely dependent upon immigration. Both recent and less recent newcomers have made Canada their home and are entitled to all the benefits of Canadian society.
Any member of any group may be taken to represent the "characteristics" of that group.	Individuals are unique. To judge all the members of a group by one example is to prejudge them (to be prejudiced).
"Ethnic" or "racial" humour - humour at the expense of a particular group - is okay. "It's only a joke."	Such jokes are a form of verbal abuse. We do not need ethnic jokes to enjoy a good laugh.

Self-putdowns (mocking one's own group) are harmless.	Prejudices against a group may produce low self-esteem in its members and lead them to accept negative views of themselves. Self-putdowns are a sign of alienation from oneself and one's own group. They reinforce false views and hurt both the group and society as a whole.
Multicultural/anti-racist policies lead to hiring on the basis of racial/ethnocultural background rather than merit.	Highly qualified people are found in all groups. However, there are hidden barriers to employment for people from racial/ethnocultural minorities and other groups. Multicultural, anti-racist policies and other forms of affirmative action attempt to correct inequalities of opportunity by encouraging employers to seek out and welcome qualified candidates from groups that are inadequately represented in many areas of the work force. Employment equity measures require that candidates possess proper qualifications for a job.

Acknowledging people's differences is divisive. A more constructive approach is "Everybody's the same, really. Differences are not important."	"Colour blindness" and blindness to other differences deprive us of the benefits of diversity - the different abilities people have and contributions they can make. Refusal to see differences is also a way of ignoring important aspects of people's identity.
Multiculturalism promotes cultural exclusiveness and prevents the adjustment needed for social harmony.	In recognizing and valuing individuality and diversity, a multicultural policy promotes social harmony. A policy of suppressing or ignoring diverse needs and values heightens social tensions. Ignoring groups is the ultimate putdown.
Immigrants "steal" jobs and/or are a "drain" on the welfare system.	Immigrants create jobs, bring new skills, and help provide necessary services. Immigrants arrive with energy and a determination to succeed and are usually quickly able to become self-supporting.

GLOSSARY[7]

Anti-racist Education

A term that refers to the effort to combat racism in whatever forms it manifests itself in the education process, with a focus on identifying and changing institutional polices and procedures and individual behaviours and practices which have discriminatory impact on the potential for racism.

Bias

A special perspective; an inaccurate and limited way of perceiving the world or a given situation. A negative bias towards members of particular cultural, racial, religious, and linguistic groups expressed through language, materials, and other media harms the recipients in a multiplicity of ways.

Culture

The totality of ideas, beliefs, values, knowledge, habits, and way of life of a group of individuals who share certain historical experiences. Culture changes continuously and often contains elements of conflict and opposition.

Discrimination

The denial of equal treatment, civil liberties, or opportunity to individuals or groups with respect to education, accommodation, health care, employment, or access to services, goods, or facilities. Discrimination may occur on the basis of race, nationality, gender, age, religious, political, or ethnic affiliation, marital or family status, physical, developmental, or mental handicap etc. etc.

Equity

Fairness, recourse to principles of justice to correct or supplement law; a system of justice supplementing or prevailing over common and statute law.

Ethnic

An adjective used to describe groups that share a common language, race, religion, or national group. The term is often confused with racial "minority".

Ethnocultural

Every Canadian belongs to some ethnic group and shares some cultural heritage particular to people of a certain national, religious, and/or language background. There are a wide variety of ethnocultural groups amongst people of African, Asian, European and indigenous North, Central and South American backgrounds in Canada. Some Canadians may experience discrimination because of ethnocultural background (ethnicity, religion, nationality, language etc.), others because of race, and others because of both race and ethnocultural background.

Eurocentric Education

A curriculum that validates primarily the experiences and achievements of people of Anglo-Saxon and Western European background and minimizes and marginalizes the experiences, contributions, and achievements of people of other origins.

Multicultural Education

A broad term that may refer to a philosophy integrated within the education system or to a set of structured learning activities and curricula designed to create and enhance understanding of and respect for cultural and racial diversity.

Pluralism

A form of society in which members of minority groups maintain their independent traditions; the existence within society of groups that differ ethnically, culturally, etc.

Prejudice

A frame of mind that tends to prejudge a person or a group in a negative way. This negative judgement is usually made without adequate evidence.

Race

A social category used to classify humankind according to common ancestry or descent and reliant upon differentiation by general physical characteristics such as colour of skin, hair texture, and facial features.

Racism

(a) a theory that human abilities and characteristics are determined by race; (b) a belief in the superiority and/or inferiority of a particular race or races. Both (a) and (b) are examples of prejudiced attitudes. While prejudice may be found in people of all racical/ethnocultural backgrounds, when power is concentrated in the hands of one group, that group's prejudices are likely to lead to behaviour that is discriminatory in effect, if not in intention.

Stereotype

The attribution of supposed characteristics of a whole group to all its individual members. Stereotyping exaggerates the uniformity within a group and its distinction from others.

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Project Leaders

Ahmed Ijaz
Centre for Early Childhood and Elementary Education
Ministry of Education

Michel Broschart
Centre for Early Childhood and Elementary Education
Ministry of Education

Joseph Rapai
Centre for Early Childhood and Elementary Education
Ministry of Education

Writing Committee

Asha Bidani (OACMC)
Etobicoke Board of Education

Marcela Duran
North York Board of Education

Inez Elliston
Scarborough Board of Education

Emily J. Faries
Nishnawbe-Aski Nation

Vladimir Handera (OACMC)

Georgette Hinschberger (OTF/AEFO)
London Board of Education

Karen Joshi
Peel Board of Education

Valeri Mah (OTF/FWTAO)
Toronto Board of Education

Karen McCutcheon (OTF/OSSTF)
North York Board of Education

Jerome Meharchand
York Region Roman Catholic Separate School Board

Andrew Meles (OTF/OPSTF)
East York Board of Education

Robert Millette
Centre for Secondary and Adult Education
Ministry of Education

Alok Mukherjee
Toronto Board of Education

Advisory Committee

Herbert J. Allen (OACMC)
Hamilton Board of Education

Irene Anton
Central Ontario Regional Office
Ministry of Education

Stanley Bah (OACMC)

Steven Barrs (OMVEA)
Hamilton Board of Education

Bernice Blackman (OTF/OSSTF)
North York Board of Education

Paul Cartan (OCSOA)
Metropolitan Separate School Board

Courtney Doldron (OMA)
Scarborough Board of Education

Jose Fernandes (OTF/OPSTF)
York Region Board of Education

Gisele Frimer
Fédération des associations de parents et d'instituteurs le language francaise de l'Ontario

Steven Gelb (OADE)
Faculty of Education
York University

Ivana Hrabak (OTF/FWTAO)
Toronto Board of Education

Don Kirk (OSTC)
Muskoka Board of Education

Ken Labrosse (OFT/AEFO)
Hearst Board of Education

Jeanne Mangenais (AFCSO)

Sylvia McPhee
Special Education and Provincial Schools Branch
Ministry of Education

Mary Pierce (OFHSA)

William Parent (OTF/OECTA)
Dufferin-Peel Roman Catholic Separate School Board

Sandra Peltonen (OACMC)

Bill Roach (OAEAO)
Dufferin-Peel Roman Catholic Separate School Board

Albert Roy (AOS)
Ottawa Board of Education

John Samuel
Centre for Secondary and Adult Education
Ministry of Education

Pierre E. Toussaint
Association multiculturelle francophone de l'Ontario

Evelyn Veale (CAPE)
Toronto Board of Education

Pegi Walden (OACMC)

Margy Willett (OAJE)
Hamilton Board of Education

Philomen M. Wright (OACMC)

KEY TO ABBREVIATIONS

AEFO	L'association des enseignantes et des enseignants franco-ontariens
AFCSO	Association francaise de conseils scolaires de l'Ontario
AOS	Association of Superintendents
CAPE	Consultants'/Co-ordinators' Association of Primary Educators
FWTAO	Federation of Women Teachers' Association of Ontario
OACMC	Ontario Advisory Council on Multiculturalism and Citizenship
OADE	Ontario Association of Deans of Education
OAEAO	Ontario Association of Education Administrative Officials
OAJE	Ontario Association of Junior Educators
OCSOA	Ontario Catholic Supervisory Officers' Association
OFHSA	Ontario Federation of Home and School Association
OMA	Ontario Multicultural Association
OMVEA	Ontario Moral/Values Education Association
OPSTF	Ontario Public School Teachers' Federation
OSTC	Ontario School Trustees' Council
OTF	Ontario Teachers' Federation

NOTES

1. See also Ontario Ministry of Education guideline, English as a Second Language/English Skills Development, Intermediate and Senior Divisions (Toronto: Ministry of Education, Ontario, 1988), especially Part II on reception, assessment and provision of programs for ESL/ESD students.

2. Ministry of Education, Ontario, Policy/Program Memorandum No. 84, "Equal Educational Opportunities for Students", October 23, 1985, p. 1.

3. J. Cummins, "Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimal Age Question, and Some Other Matters", Working Papers on Bilingualism 19, (1979): and J. Cummins, "Psychological Assessment of Immigrant Children: Logic or Intuition?" (Toronto: Modern Language Centre, OISE, n.d.).

4. Ministry of Education, Ontario, Policy/Program Memorandum No. 11, "Early Identification of Children's Learning Needs", Revised 1982, p.1.

5. Cummins, "Cognitive/Academic Language Proficiency"; and Cummins, "Psychological Assessment of Immigrant Children".

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